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AUTHOR Chaisson, Arthur P.
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ABSTRACT

Suffolk University (Massachusetts) has developed a degree program in international marketing in French and Spanish that links curricula in the economics department and the department of humanities and modern languages. Language tutorials are mandatory for students in the international economics major. The tutorials are taught by native French- and Spanish-speaking foreign students on campus. The structure of this program and details of its place in the interdisciplinary and language programs are described. Aspects of the program discussed include its history, organization, advantages over the use of adjunct faculty, disadvantages, point of conjunction with the economics major, instructional approaches and resources, placement, internships, student financial aid, and current participation rate. Appended materials include descriptions of the economics, French, accounting, marketing, and finance courses in the international economics program, a list of texts used in the French courses, and a bibliography for the tutorials. (MSE)

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ENTRE NOUS: A TUTORIAL APPROACH TO THE TEACHING OF BUSINESS FRENCH

by

Arthur P. Chaisson
Suffolk University
Beacon Hill
Boston, MA 02114

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and Communication for World Business and the Professions
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Entre Nous: A Tutorial Approach to the Teaching of Business French.

Arthur P. Chiasson
Suffolk University

1. The Institution.

Since the program we will examine together is specific and possibly unique to the college where I teach, it will be helpful for us to get acquainted, albeit briefly, with the institution and its components.

Suffolk University is located in Boston, Massachusetts at the top of the north slope of Beacon Hill, just adjacent to the Massachusetts State House. It is a commuter school, small, private and urban. There are three colleges within the University, the Law School, the School of Management and the College of Liberal Arts and Sciences.

2. The Department.

Within the last college mentioned, the language programs of the University are housed in the Humanities and Languages Department. The three languages offered are French, German and Spanish. Majors are available in French and Spanish, German being offered at only first and second year levels.

In addition to the major in French and Spanish, there also exists a double major between either language and any other discipline in the CLAS. The most frequent combinations have been between the two languages themselves or French and Government, French and History.

Besides the double major possibility, a student has the option of taking any of several minors in the department. We have two straight language minors in French and Spanish requiring 18 credit hours of course work. There is a CROSS program consisting of a major in Sociology with a 21 hour language commitment in Spanish. The vocational intent of the very name of this program requires little elaboration.

In both French and Spanish, a program is offered in conjunction with the Journalism department. Track B: Journalism and Bilingual Communication geared to prepare students for careers in bilingual media work, newspapers, magazines and advertising.

Finally, and most importantly, the program in International Economics given in French and Spanish in conjunction with the

Economics Department. The student majors in the Economics Department and for a B.A. degree does 21 credit hours of course work in Frenc h or Spanish, or for a B.S. degree does 18 credit hours of course work in French or Spanish. A general description of the program follows:

3. The International Economics Program.
   A. Program Outline.

The Department of Economics and the Department of Humanities and Modern Languages offer under joint sponsorship a career-oriented program that combines the theory of international economics and trade with practical training in a foreign languages, and the political, economic and cultural history of the foreign people.

International Economics is offered in both the B.A. and B.S. format. In recent years there has been a notable trend in many American industries, in which increasing emphasis is placed on broad liberal arts background in the employee recruitment process. Students who wish to acquire this broad liberal preparation should select the B.A. format. The foreign language requirement for that degree is automatically met by the language requirement of the program itself. Students who wish to acquire the maximum depth of professional expertise in international business will select the B.S. option, which places a relatively strong emphasis upon the systems of economic interchange that link nations together in the world community.

B.A. Degree

Freshman	**Sem.Hrs.**
English	6
Integrated Studies	6
Math	6
Humanities Option Requirement	3
Social Science Option Requirement	3
Free electives	6
	30

Sophomore	**Sem.Hrs.**
English	6
Logic, Speech	6
Foreign Languages	6

B.S. Degree

Freshman	**Sem.Hrs.**
English	6
Integrated Studies	6
Math	6
Humanities Option Requirement	3
Social Science Option Requirement	3
Free electives	6
	30

Sophomore	**Sem.Hrs.**
English	6
Logic, Speech	6
Foreign Languages	6

Economics 281,282.....6	Economics 281,282.....6
Accounting 211;212.....6	Accounting 211,212.....6
30	30

Junior	Sem.Hrs.	Junior	Sem.Hrs.
Marketing 310, 321.....6		Foreign Languages.....6	
Foreign Languages.....6		Economics 261,292,383.....9	
Natural Science		Social Science F213.....3	
Option Requirement.....8		Marketing 310.....3	
Social Science F213.....3		Natural Science	
Economics 291,292,383...9		Option Requirement.....8	
		Area Studies Elective*....3	
	32		32

Senior	Sem.Hrs	Senior	Sem.Hrs.
Foreign Language.....6		Foreign Language.....6	
Area Studies		Economics 441,442,444.....9	
Electives.....3		Finance 310,417.....6	
Social Science Option		Marketing 321,421.....3	
Requirement.....3		Free Elective.....3	
Economics 441,442.....3			
Marketing 421.....6			
Free Electives.....6			
	30		30

(NOTE: SEE APPENDIX I FOR DESCRIPTION OF ECONOMICS COURSES ABOVE, APPENDIX II FOR FRENCH COURSES ABOVE AND APPENDIX III FOR ACCOUNTING, GOVERNMENT AND FINANCE COURSES)

Now that an overall view of the university, college and language department has been given, we must now focus upon the language component in the various programs and especially in International Economics since this is the aim of our examination.

B. The Language Component.

If we look at numbers in the various programs within the department, we find that relatively few students pursue the straight major, the straight minor, the program CROSS or Bilingual Education; only a handful in each language in any given

year. The backbone of the student population in the department is made up of those taking a B.A. degree in any discipline in the college (there is a one-year FL requirement at level of placement for B.A. degree but none for B.S.) and students enrolled in the International Economics program. From the latter, we presently have more than two dozen students working their way through the program.

Since we have, as you have seen, a varied clientele and since, admittedly, we are a small department (each semester 2 sections of Intro French and Spanish are given along with one course at each of the following levels: intermediate, advanced-intermediate and advanced). The restricted number of courses must somehow be made to serve multiple purposes while, at the same time, preserving credibility and academic standards. Occasionally, when time and scheduling permit, we offer one or two semesters of literature. But overall, ours is, for better or worse, a language department with a specific vocational orientation.

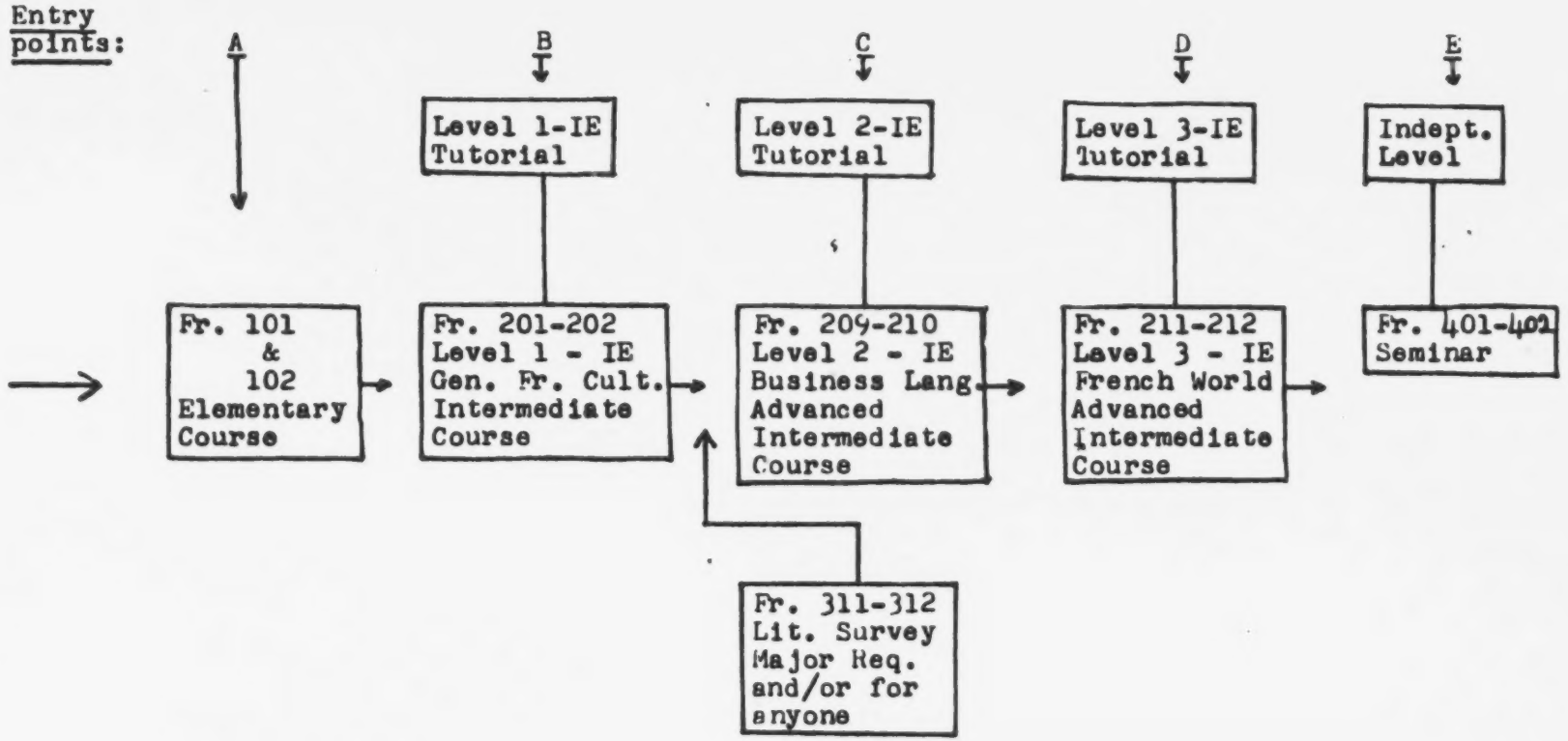
C. Implementation.

For the purpose of demonstrating how a small language curriculum can serve a multi-need clientele, we have included a chart of the French language model.
(See following page 4A)

The chart which shows a modular pathway for a student majoring in International Economics can also be referred to for the purpose of tracing the program progress of a student in any other area of language study.

Level is always determined by a placement device: either an exam or an interview with the instructor, including a review of the student's past language record.

Having laid out the procedure, let us take a hypothetical student who places in second year and wishes to specialize in French and Bilingual Communications. This student would go through second year and then, either French 209-210 and/or French 211-212 depending on which was being offered. The student may wish or be urged by the instructor to carry out specific assignments using materials from the French press. This supplementary work would be done under the care of the tutor


Entry points:
A
B
C
D
E
Level 1-IE Tutorial
Level 2-IE Tutorial
Level 3-IE Tutorial
Indept. Level
Fr. 101 & 102 Elementary Course
Fr. 201-202 Level 1 - IE Gen. Fr. Cult. Intermediate Course
Fr. 209-210 Level 2 - IE Business Lang. Advanced Intermediate Course
Fr. 211-212 Level 3 - IE French World Advanced Intermediate Course
Fr. 401-402 Seminar
Fr. 311-312 Lit. Survey Major Req. and/or for anyone

COURSE OFFERINGS - FRENCH SECTION, SUFFOLK UNIVERSITY
PARADIGM FOR INTERNATIONAL ECONOMICS PROGRAM

during an assigned hour on a weekly basis.

It is important to note that the tutorials are mandatory only for International Economics Majors. This is due to the special requirements of the program which will be explained below. Students in other areas of language study are encouraged to avail themselves of the services of the two French foreign student assistants in order to do specific work in their particular field of endeavor.

As one can see, the key concept to the language program at Suffolk University is flexibility. The language curriculum core courses are taken by students in all the areas of French language study. The specific support for their area of interest is obtained through the tutorial system. A description of this system follows.

4. The Foreign Student Assistant Tutoring Program.
   A. Its History.

About twenty years ago, members of the language department approached the administration with a proposal to create three positions of foreign student assistant in the college, one for each of the languages taught, viz., French, German and Spanish. The intent was to bring a native presence to the department by having the foreign student assistants not only interact and help their American peers, but also take courses along with them. For ten hours of service to the language department per week, the assistant received (and still does) full tuition remission (now at $6,300) and a monthly stipend of $150.00.

B. Tutorial Assistance.

In the early years of this program, the assistant's duties were oriented more toward "animation" and some remedial tutoring work. but in the last four years since the start of the International Economics program, their role has been one of activating the language students' area of specialization. In previous years, we sought after liberal arts types to fill the assistantships; but now with the majority of our advance French students in International Economics, we look for French-speaking students in business or related fields. We presently have a Belgian whose major is in Computer Science and another Belgian originally from Zaire who is himself enrolled in the International Economics program.

C. Its Organization.

The present organization of this peer tutoring program is as follows:

i. The Foreign Student assistants spend most of their committed time as tutors to the International Economics students.

ii. They perform some remedial language work for any students with special problems.

iii. They help with the organization and implementation of the "cercles de conversation". These are satellite groups that are formed within the advanced intermediate classes. In these "cercles", as an example, International Economics majors will split off in one group for conversation training on the subject of, let us say, banking. At the same time, several other students not specializing in International Economics will split off to form another conversation group to discuss newspaper articles they have studied. This supports specific oral training for students in the Bilingual Communications program. The "cercles" meet on the average of every two weeks and at any given time during these hours, there are usually three conversation groups in operation, each one functioning according to the needs of its students.

iv. The Foreign Students participate in the functions of the department, cultural affairs, language tables, lectures and attend any lectures in International Economics in the metropolitan area.

D. Advantages over Adjunct Faculty.

If there are advantages in having peer tutors, rather than adjunct faculty, they are in my view, first, that the assistants, being themselves students at Suffolk University, are almost always on campus and more frequently available. There is also the advantage that they are roughly the same age as the students and have a more congenial rapport with them. And of course, financially, it is less expensive. Three assistants giving ten hours a week for a total of thirty hours, costs the University $2250 per semester. This represents only one course commitment (or 40 hours per semester) for an adjunct faculty member. The numbers, as they often do, speak for themselves.

E. Disadvantages.

The assistants who are energetic, enthusiastic and zealous

are also relatively untrained and need to be initiated into the complexity of the program. This takes time and supervision on the part of the instructor responsible for the course. The first six months require attention and frequent mini-meetings to discuss problems, schedules, routines and methodologies. In general, after the first period of initiation the program assumes the rhythm of a more regular operation. There is one outstanding difficulty which recurs every semester and that is a matter of scheduling. Each language student has his/her own personal class hours and hours when they work. (Suffolk students work an average of 20-25 hours, some work even more.) The tutors also have their own routines to follow, including their class commitments. This entails a certain amount of reshuffling and accommodation at the outset of each term.

F. Point of Conjunction.

The points at which the target language informs the economics major are first in the course titled French 209-210, a course for all French concentrators, business or otherwise, second, in the International Economics Tutorials (1 hour per week each semester) and third, in the International Economics section of the "cercles de conversation".

5. Pedagogical Approaches and Resources.

A. In-class Techniques and Goods.

The instructor remains the principal driver in the various courses. That represents an assured thread of continuity and a guarantee of academic credibility in a program which must be flexible to survive. The reader may refer to Appendix IV for a list of texts used in all the French Courses. One will notice that the elementary and intermediate level texts are, as expected, quite general in nature. The four advanced intermediate texts stress continuing structural review and commercial language as well as a cultural and historical view of French in the world. The tutors participate in class work, as we have mentioned, by helping to coordinate and co-sponsor the "cercles de conversation". They occasionally give brief talks on cultural and/or business matters in class. Also they have given "dictees" (dictations) to accustom students to French voices other than only that of their instructor.

B. Tutorial Techniques and Goals.

Within the tutorial sessions themselves, we have already

identified several functions carried out by the foreign student assistants. The key concept here is, of course, personalized instruction. It is the International Economics students who receive the most methodical attention due to the nature and demands of the program in which they are enrolled. The instructor consults frequently with the tutors regarding the problems and weaknesses of individual students. Remedial work is recommended where necessary, all the while being sure to advance the student along the road to competence within the curricular structure of the course. The reader may want to consult Appendix V to see a list of the texts and periodicals used in the tutorial sessions.

C. Conjunction of Classroom and Tutorial Work.

The frequency of contact between the instructor and the tutor assures a sort of program integrity. They meet at least three time weekly if not more. The tutors' written evaluations of students' progress is required toward the end of each semester. International Economics students must write papers and make oral presentations in the "cercles de conversation". Their progress is gauged, in part, by these activities and their course grades are determined mostly by classwork and exams taken in classes, though a part of the grade is influenced by the quality of their participation in the tutorial aspect of the program.

D. Placement within the Program: Some Problems.

Manageability of a program so diverse has its problems at times. The reason is that not only are the students different in their career aspirations but also they all have different levels of language skills when they enter the program. It is difficult to achieve a concept of "class" when the participants vary as much one from the other as the legendary snowflakes. Because of the scheduling pressures on the students and the program, some participants back-place themselves i.e., enter at a level below their competence, sometimes referred to as "cum-boosting". Others, because of conflicts in other areas, place themselves above their level of competence sometimes referred to as "biting off more than one can chew". Either misplacement affects the profile of a given class and causes difficulties in deciding where to aim in setting course goals. Much jawboning and negotiation takes place at the beginning of each semester to try to alleviate this situation, but, alas, we frequently find ourselves, if not in a worst case situation, at least in one of

many compromises.

E. Texts.

This is one area in which we feel we are well served. Once again may we refer you to the Appendices for the lists of texts used in class and in the tutorials. The International Economics majors as we recall begin their work officially with the intermediate course, what we call level I for the International Economics program. In the tutorials we have established a list of texts to be used in each of the three main levels of the program. French For Communication by Russo is an example of a text used with students in their first level tutorials. The Guide de Correspondence by Oudot may be used in the second semester of first level. At second and third levels, which may be taken in any order, a good number of texts can be used to provide materials for students' program preferences. We also use a number of periodicals to complement tutorials. A list is included in Appendix V. These materials serve to provide topics for one-to-one discussions; short compositions and brief oral reports on the part of the students.

F. Audio-Visual Support.

This is an area which is undeveloped in our program. However, the administration has allocated $30,000 for a complete modernization program of our out-dated language laboratory. We are looking at some state-of-the-art programs for supplemental language programs in both general language and business language.

G. Internships: InterFuture. (Intercultural Studies for the Future)

This is a junior-year abroad program. InterFuture scholars undertake an intensive experience in intercultural study. During the eight month pre-travel period, the student prepares an intercultural independent study project with the help of a faculty advisor on campus and a series of InterFuture conferences. The participant carries out his/her research at home and then abroad in, if possible, both a North Atlantic and a Third World nation. Overseas for these seven months, an InterFuture scholar becomes as immersed as possible in the host culture(s), studying in each country under a local expert and living with local families and students. This program has been used as a resource for International Economics students. For example, we had a student go to Belgium for spring semester where she lived and studied in Brussels and Liege, comparing aspects of

the Belgian steel industry with that of the United States. Her research paper was submitted to her home institution for fifteen semester hours of ungraded (transfer) academic credit.

H. Loans: S.A.F.A.R.I. (Study at Foreign Academically Recognized Institutions)

This is a Suffolk University sponsored loan for study abroad which can be another resource used to help encourage students to study language and business in a foreign country. From the university general fund, the sum of $10,000 was set aside to be used as a rollover fund. In any given year about $7500 of that sum are encumbered since students are not required to repay their loan until after graduation. So there usually remain $2500 each year for allocation to qualifying students. To qualify, a student must be in good standing, provide a project description, be approved by the departmental chairperson and demonstrate competence in his/her chosen field. The loan is interest-free.

6. Present Status and Future Goals.

We have about twelve students at the three levels of our French International Economics courses. Our first graduating IE students will march down the aisle at commencement this year. All of them intend to go on to graduate school's if not in the fall, then next year. They have been looking at schools with MIB programs or graduate programs with international business area studies or concentrations. We feel that the program has worked to a satisfactory degree on their behalf. But more can be done especially in the area of expanding our offerings and resources. We are negotiating with our School of Management to establish a program at the undergraduate level which would have a business foreign language component leading to the award of some sort of certificate as part of the BA/BS degree. This will mean more variety in the fields of concentration among our students, more tutorial time needed, more classroom space and no doubt, a specialist adjunct faculty member at some point in the future when, hopefully, greater enrollments will warrant such expansion. A grant proposal is in the process of being written to help initiate some of the goals we see as necessary for the future of our department and our programs.

APPENDIX I

COURSES IN ECONOMICS FOR INTERNATIONAL ECONOMICS PROGRAM

Economics 281 - Principles of Economics- Micro. An analysis of the economic behavior of individual consumers, producers, and markets. Market structures, market processes, economic welfare, and the evaluation of alternative market structures and processes for their contribution to economic welfare. Supply and demand, elasticities of supply and demand, costs of production, exchange between consumers and producers under alternative assumptions concerning the competitiveness of markets. Prerequisite: Math. 111-112 or Math. 143 or Math. 161. Required of all majors in Economics. 1 term --3 semester hours. Normally offered every semester.

Economics 282 - Principles of Economics - Macro. Analysis of the behavior of the economic system viewed as a whole. Consideration of aggregate economic indicators such as GNP, employment, economic growth, and inflation. The role of government and of governmental monetary and fiscal policy in determining aggregate economic behavior. Problems of economic instability and of economic policy as it contributes to or offers a method of reducing economic instability. The role of financial markets in aggregate economic activity and in the transmission to the aggregate economy of government policy choices. Prerequisite: Econ. 281. Required of all majors in Economics. 1 term - 3 semester hours. Normally offered every semester.

Economics 291 - Introduction to Statistics I. Fundamentals of conomic and business statistics. Collection and presentation of data; frequency distributions; measures of central tendency, dispersion, and skewness; binomial, Poisson, and normal probability distributions; sampling, tests of hypotheses, and simple regression and correlation. Prerequisite: Math. 111 or Math. 143 or Math. 161. Required of all majors in Economics. 1 term --3 semester hours. Normally offered every semester.

Economics 292 - Introduction to Statistics II. Continuation of Introduction to Statistics I. Analysis of variance, nonparametric tests of hypotheses, multiple regression and correlation, introduction to time series analysis, introduction to decision making under uncertainty, Baynes' theorem, and index numbers. Prerequisite: Econ. 291 or Math. 113 or Psy. 215. Required of all majors in Economics. 1 term --3 semester hours.

APPENDIX I (CONTINUED)

Normally offered every semester, beginning Spring 1987.

Economics 383 - Money and Banking. Commercial banking, financial markets, and the Federal Reverve system. Monetary policy and its effects on prices, interest rates, and economic growth. Prerequisite: Econ. 282. Required of all majors in Economics. 1 term --3 semester hours. Normally offered every semester.

Economics 441 - International Trade. The theory of international trade and of tariffs and other barriers to trade. Trade practices of the United States and of developing countries. Economic integration and other multilateral approaches to trade liberalization. Prerequisite: Econ. 282. 1 term --3 semester hours. Normally offered every year.

Economics 442 - International Monetary Relations. The balance of payments and foreign exchange markets and instruments. Balance-of-payments adjustments under alternative exchange-rate systems, international liquidity, and international economic policy. Prerequisite: Econ. 282. 1 term --3 semester hours. Normally offered every year.

Economics 444 - Comparative Economic Systems. Capitalist theory and institutions and Marxist theories of socialism and communism. Comparative analysis of U.S. and foreign economic systems, with special reference to the USSR, China, Japan, Germany, France, and Sweden. Prerequisite: Econ. 282. 1 term --3 semester hours. Normally offered every year, beginning Fall, 1987

APPENDIX II
COURSES IN FRENCH

French 101-102 - Elementary French: Introduction to French Language and Culture. Practice in both oral and written language skills. Audio-visual and textual materials based on French cultural themes. Two language laboratory sessions per week. 2 terms --6 semester hours. Offered yearly.

French 201-202 - Intermediate French: The Language and Civilization of France. Study of the French language using cultural materials as a primary vehicle for the development of language skills. Extensive audio-visual materials support the texts read in class. Prerequisite: French 101-102 or instructor's permission. 2 terms --6 semester hours. Offered yearly.

French 209 - Contemporary French Civilization I. Reading and discussion in French of texts about French society, history, culture, education, politics and economy. Films illustrating aspects of French life relating to the above subjects. Review work in grammar. Prerequisite: French 201-201 or instructor's permission. 1 term --3 semester hours. Offered in Fall term of alternate years.

French 210 - Contemporary French Civilization II. Continuation of language work composition and conversation supplemented by cultural films. Prerequisite: French 210-202 or instructor's permission. 1 term --3 semester hours. Offered in Spring term of alternate years.

French 211 - The French-Speaking World I. A study of France and its institutions with concentration of the influence they have had in countries as diverse as Canada, Haiti and Senegal. Cultural films. Continuing work in Language. Prerequisite: French 201-202 or instructor's permission. 1 term --3 semester hours. Offered in Fall term of alternate years.

French 212 - The French-Speaking World II. Continuation of language work, composition and conversation supplemented by films. Prerequisite: French 201-202 or instructor's permission. 1 term --3 semester hours. Offered in Spring of alternate years.

APPENDIX II (CONTINUED)

French 311 - Masterworks of French Literature I. Great works of French literature from the Middle Ages to the Age of Enlightenment. Authors such as Rabelais, Montaigne, Moliere and Voltaire are read and discussed in relation to the cultural history of their age. Offered in French, and in English with texts in translation. 1 term --3 semester hours. Offered in Fall term.

French 312 - Masterworks of French Literature II. Great works of French literature from the beginning of the 19th century to the present. Authors such as Hugo, Balzac, Baudelaire, Proust, Sartre and Camus are read and discussed in relation to the cultural history of their age. Offered in French, and in English with texts in translation. 1 term --3 semester hours. Offered in Spring term.

French 401-402 - Seminar in French Translation. Texts chosen from French literature as well as from the fields of politics, criticism, economics, sociology and journalistic writing. Prerequisite: French 209, 210, 211, 212; or French 311-312 or equivalent. 2 terms - 6 semester hours. Offered yearly.

French 501-502 - Independent Study. Students meet with a department member to pursue advanced studies in areas of particular interest to them. Instructor's permission.

APPENDIX III

COURSES IN ACCOUNTING, GOVERNMENT AND FINANCE FOR INTERNATIONAL ECONOMICS PROGRAM

ACT 211 - Principles of Accounting I. Examines basic accounting theory and the application of theory to practice. Provides the necessary foundation for those who major in accounting as well as those concentrating in other areas of business. Emphasis is placed on the accounting cycle, periodic reporting and basic balance sheet accounts. The area of international accounting is discussed.

ACT 212 - Principles of Accounting II. Prerequisite: ACT211-Principles of Accounting I. A continuation of ACT 211 with emphasis on alternate business formations, corporate accounts, equity reporting, and dividend treatment. Analyzes cause of changes in liquidity and procedures for examining financial statements through margin analysis and ratio analysis.

MKT 310 - Principles of Marketing. Prerequisites: ACT 212-Principles of Accounting II, EC 281-282 -Principles of Economics I-II (micro-macro), EC 291 - Introduction to Statistics 1 or MA 113 - Elementary Statistics. An introduction to marketing as a functional area of the business enterprise and an analytical survey of problems encountered in developing, promoting and distributing goods and services.

MKT 321 - Introduction to International Business. Prerequisite: MKT 310 - Principles of Marketing. To provide students with an understanding of problems and opportunities associated with doing business across country and cultural boundaries and to encourage global business thinking and strategy formulation. Topics include the forms of international business involvement; economic, social, cultural and political conditions; national and multinational regulations of international transactions and investments; and global strategies for business operations.

APPENDIX III (CONTINUED)

foreign markets and home market. Particular attention is given to the formulation of 1) marketing plans and programs, and 2) policies to integrate and coordinate such activities on a global basis.

FIN 310 - Business Finance. Prerequisites: ACT 212 - Principles of Accounting II, EC 213-214 -Principles of Economics (micro-macro), MA 113 - Elementary Statistics of EC 291 - Introduction to Statistics I. A study of the functions of business finance, forms of business organization, acquiring and administering funds, instruments of corporate finance and capital budgeting.

FIN 417 - Multinational Financial Management. Prerequisite: FIN 310 - Business Finance. Deals with the financing, investment and working capital management process of multinational corporations, considering such variables as exchange risk, political risk, accounting regulations and tax laws.

APPENDIX IV
TEXTS USED IN FRENCH COURSES

French 101-102: Elementary Course:
Valette/Valette, Contacts, Houghton-Mifflin, 1985

French 201-202: Intermediate Course:
Edwards, French Structure in Review, D.C. Heath, 1979

French 209-210: Advanced-Intermediate Course:
Sandler/Whitebook, Tour De Grammaire, D.C. Heath, 1983.
Oudot/Gobert, La France: Culture, Economie, Commerce, Houghton-Mifflin, 1983

French 211-212: Advanced-Intermediate Course:
Dietiker, En Bonne Forme, D.C. Heath, 1983
Curcio et al., Nouveau Visage Du Monde Francais, Houghton-Mifflin, 1981

French 311-312: Masterworks of French Literature:
Bishop, A Survey of French Literature, Harcourt, Brace, 1965

French 401-402: Advanced Course:
Seminar in French Translation
Selections from French Literature, Politics, Criticism, Economics, Sociology and Journalism.

APPENDIX V

BIBLIOGRAPHY FOR TUTORIALS

I. Texts: (first level) -

Perla, French for Business and Finance, D.C. Heath, 1985
Russo, French for Communication, D.C. Heath, 1985
Oudot, Guide de Correspondence, Passport Books, 1985

(second and third levels)

Castley & Wight, Business Situations French, Longman, 1982
Daney et al., Le Francais des Relations Internationales, Hachette, 1983
Gallo/Sedgwick, French For Careers, Van Nostrand, 1981
Gubach, Francais Commercial, Holt, Rinehart, Winston, 1984
Paton, Business Case Studies French, Longmans, 1980

II. Periodicals: (all levels) -

Le Monde
The Economist
Les Echos: Le Quotidien de l'Economie
Wall Street Journal
L'Express
IMF Survey
Bulletin de Liaison - Chambre de Commerce et d'Industrie de Paris
Forbes